

Reading Toolkit: Grade 8 Objective 3.A.7.d

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 7. Analyze and evaluate the author's purposeful use of language

Objective d. Analyze and evaluate figurative language that contributes to meaning and/or creates style

Assessment Limits:

Figurative language in increasingly complex text

Figurative language in increasingly complex text

Connections between figurative language and meaning

Connections between figurative language and meaning

Connections between figurative language and style

Connections between figurative language and style

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Other Objectives Addressed

- a. Analyze and evaluate how specific language choices contribute to meaning and create style
- b. Analyze and evaluate language choices that create tone
- c. Analyze the appropriateness of a particular tone
- e. Analyze imagery that contributes to meaning and/or creates style
- f. Analyze elements of style and their contribution to meaning

Instructional Task

Students will analyze the author's use of purposeful language in order to assume the role of writers applying for editorial positions with a school literary magazine or other literary magazine such as *The New Yorker*. Before being hired, an applicant must demonstrate the ability to analyze and evaluate the author's use of purposeful language in text. Students will take on the roles of both the interviewers and applicants (authentic product).

Development of Task

1. Students will read texts of appropriate complexity from multiple genres and themes in order to analyze the author's ability to incorporate purposeful language. Examples are the poem *A Time to Tell* by Robert Frost; the novels *A Tale of Two Cities* by Charles Dickens and *Roll of Thunder Hear My Cry* by Mildred Taylor; and the short story *Harrison Bergeron* by Kurt Vonnegut.
2. " Students will analyze and evaluate the author's use of purposeful language in the text as preparation for the literary magazine job interview. Students will answer the following "Interview Questions:"

Interview Questions

- At this magazine, it is very important for our staff to understand how language is used to create meaning and style (Objective a). Please discuss the style of a literary text of your choice. Explain how the author has used specific language choices to create a specific style, including the denotations and connotations of words and the use of dialect, idioms, or colloquialisms to create style. Explain which language choices were most effective in creating the style (analysis).
- At this magazine, it is very important for our staff to understand how language choices create tone and the appropriateness of that tone (Objective b, c). Please discuss the tone of a literary text of your choice. Explain the words and phrases that are used to create the tone and the appropriateness of the tone for the meaning and style of the text. Explain which language choices were most effective in creating the tone.
- At this magazine, it is very important for our staff to understand how an author uses figurative language, images, and symbols to create meaning (Objectives d, e). Please give examples of figurative language from a literary

text of your choice and explain how each example contributes to the style, tone, or meaning. Explain which language choices were most effective in contributing to meaning.

- At this magazine, it is very important for our staff to understand how the elements of style contribute to meaning (Objective f). Please give examples of elements of style, such as repetition, hyperbole, understatement, or rhetorical questions from a text of your choice. Explain the connections between the element of style and the text's meaning tone, or style. Explain which elements of style were most effective in contributing to meaning.

3. The teacher will organize students in pairs for the interviews, assigning the role of the "Editor-in-Chief" to one student and "job applicant" to the other (auditory learning style). The Editor-in-Chief will ask the applicant the interview questions, and based on the thoroughness and accuracy of the applicant's answers, will assess the applicant's ability to perform the job functions (evaluation). The students will then switch roles, and the Editor-in-Chief will become the applicant to be interviewed.

Lesson Seeds

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Activities

Before reading a literary text which contains figurative language, students and teacher should complete a KWL chart about figurative language. Next, the teacher will read aloud the literary text omitting all figurative language. The teacher and students will discuss the effect of that text. Following that the teacher will read that same text including all the figurative language. Students will discuss the changed effect of the text. Details from the text can be recorded on the following chart.

Example from Text	Type of Figurative Language	Meaning of Figurative Language	Reason for Use

Prior to reading a literary text, the teacher will review the meaning of personification with students. As students read, they will record each element of personification in the text, the human characteristic applied, and its meaning to the text.

Inanimate Object Personified	Human Characteristic Applied	Meaning

After reading is complete, students will share their findings with the class. Further discussion can address the author's reason for the use of personification.

Prior to reading a literary text selected for its use of figurative language, the teacher will read aloud a series of short literary texts from a variety of authors, each of which will display a distinctive style. Some may feature lengthy sentences, elaborate word choice, or figurative language etc...Through discussion the teacher and students will identify the element which makes that author's style distinctive. Following this preliminary activity, the students will read the selected literary text, identifying its use of figurative language and determining the author's reason for its use.

Before reading a literary text, students will review the various types of figurative language. Students will then be instructed to read that literary text noting where multiple examples of figurative language have already been marked in the text. After reading is complete, the teacher and students will identify the type of figurative language, its meaning, and the effect the language has on the reader.

Clarification

Reading Grade 8 Indicator 3.A.7

To show proficiency of the skills stated in this indicator, a reader will be able to identify, describe, analyze, and evaluate an **author's use of language**, specific words or phrases that contribute to the meaning of a text, or to the creation of an author's style. Author's style is the way an author uses language to express his/her thoughts. This may include word choice, figurative language, and literary devices. These words and phrases are purposeful and appeal to the emotions, the intellect, and the senses. When used with other text elements, they assist readers in constructing meaning of an entire text.

To identify and explain how dialogue contributes to a narrative, a reader should know that one way character is revealed is by what a character says and what other characters say about him/her. Those words an author selects for a character to say or have said about him/her are part of the development of that character. Since characters move the plot of a narrative or are moved by the plot, the growth of that character through dialogue also directly affects the movement of the plot.

To identify, explain, and analyze the role of specific words and phrases that contribute to meaning and create style in a literary text, a reader should be aware of the different types of specific words and word groupings in texts or portions of texts that establish tone, develop character, and create style. A reader can use these specific words and phrases to construct meaning from a text by clarifying their purpose and examining their implications.

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|------------------------|--|
| • Significant Words | words that are necessary to a reader's understanding of a text |
| • Denotation | literal, dictionary meaning of a word |
| • Connotation | idea or feeling associated with a word in addition to its literal meaning |
| • Multiple Meanings | words that have acquired additional meanings over a period of time |
| • Idiom | phrase whose meaning cannot be understood from the literal meaning of the words in it
Hold your tongue is an English idiom meaning keep quiet. |
| • Colloquialism | familiar, informal everyday talk Movies is an informal term for the more formal term cinema. |
| • Dialect | a form of language spoken in a particular place by a particular group of people |
| • Word/Phrase Patterns | patterns of words and phrases involving how something is said that supersedes what is said. These word patterns or phrases joined with word choice create style such as humorous, serious, mysterious etc... |

To identify, explain, analyze, and evaluate words and phrases that create tone in a literary text, a reader must first know that tone expresses an author's attitude toward his or her subject.

"Listen to me!" yelled Cory. "I thought of something, but I need your help." Elisa wiped the tears from her face. "I'm going to lie down on the ice and try to crawl to Minnie. You lie down behind me and hold my ankles. Don't let go, no matter what, and don't stand up. Understand?" Elisa nodded sniffing.

from "The River" by Yetti Frenkel

The underlined words help a reader determine the urgent tone of this text.

Many readers use the words tone and mood interchangeably. However, mood refers to the atmosphere of a text.

Outside Eric's bedroom window the January blizzard raged. Treetops swayed dangerously as gusting winds sculpted snow into huge drifts.

from "Sierra Oscar Sierra" by Lynn Murray

The underlined words help a reader determine the perilous mood of this text.

The language, punctuation, and details a writer chooses help create the tone which could be serious, playful, angry, sad, etc...In addition to specific word choices the inclusion of specific punctuation helps relay an author's attitude. A reader identifies words or phrases in a text that, in conjunction with the content of the text, signal the author's attitude. For example, in a comic text about a mistaken identity, an author may point out a ludicrous appearance or behaviors of a character to create a light-hearted tone. Once those words have been identified, a reader can tell why those words create a specific tone. Ultimately a reader can examine how an author chooses specific words to create a specific tone. A critical reader evaluates the language choices, the intent of the author, and the purpose of the text to determine the quality of tone.

To identify, explain, analyze, and evaluate figurative language in a literary text, a reader must first know different types of figurative language in texts or portions of texts. In simpler texts figurative language can clarify or intensify descriptions. In more complex texts figurative language can create style, establish symbolism, and allow critical readers to view people, settings, and ideas in new ways. A close reading of a complex text involving attention to figurative language and its effect on meaning helps a reader to understand a text from the literal to the critical.

- Simile
stated comparison of two things that have some quality in common using the words like or as
- Metaphor
stated comparison of two things that have some quality in common not using the words like or as
- Personification
stating that an inanimate object has lifelike characteristics
- Onomatopoeia
words whose sound suggest their meaning

To identify, explain, and analyze sensory language that contributes to meaning in a literary text, readers must identify those words and phrases in a text that appeal to the senses of sight, smell, hearing, taste, and touch. Next, readers must explain how sensory language evokes those particular senses and makes a story or description become real. From this a critical reader can discern how sensory language assists a reader in having a clear picture of characters and settings which, in turn, allows a reader to understand a text fully. In more

complex texts sensory language is a component of style. For example, language that evokes the senses could be how an author relays his/her story or theme. The use of symbolism, irony, and allusion in a literary text adds layers of meaning to a text.

- Symbolism

using a person, place, object, or action that stands for something other than itself

- Irony

the contrast between what is expected will be said or done and what actually is said or done

- Allusion

a reference to a famous person, place, event, or work of literature

Symbolism, verbal and situational irony, and literary allusion can be composed with sensory language. An author's choice of language creates tone, and those language choices could include symbolism, irony, and allusion. A critical reader notes the use of sensory language, determines its use in a narrative, and is able to judge its effect on the meaning of a literary text.

To identify, explain, and analyze elements of style and their contribution to the meaning of a literary text, a reader must understand the elements that create style. Since style is the way an author expresses him/herself, use of these elements creates a unique means of expression.

• Repetition	technique where a sound, word, or phrase is repeated for effect
• Hyperbole	statement where truth is exaggerated for effect
• Alliteration	repetition of consonant sound at the beginning of a word
• Understatement	technique where what is said is intentionally less than what is complete or true
• Rhetorical Question	question asked for effect where no answer is expected

A critical reader notes the types of stylistic elements an author employs and determines a purpose for their use. Through stylistic elements, a reader's attention is drawn to certain statements or ideas which assist in constructing meaning of a literary text.